



## Saluda Elementary School

400 West Butler Avenue

Saluda, SC 29138

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 3-5 Elementary School |              |
| <b>Enrollment</b>     | 309 Students          |              |
| <b>Principal</b>      | Marcie M. Enlow       | 864-445-2564 |
| <b>Superintendent</b> | Dr. David M. Mathis   | 864-445-8441 |
| <b>Board Chair</b>    | Dr. Kathy Coleman     | 864-445-8625 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING     |
|-------------|-----------------|-------------------|
| <b>2012</b> | <b>Average</b>  | <b>Excellent*</b> |
| 2011        | Average         | Good              |
| 2010        | Average         | Excellent         |
| 2009        | Average         | Average           |
| 2008        | Average         | Below Average     |

\* The School's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

99.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 9         | 19   | 93      | 21            | 5       |

\* Ratings are calculated with data available by 11/07/2012.

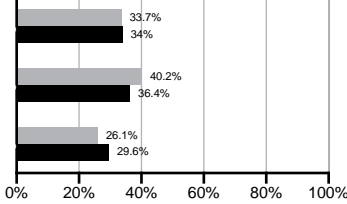
Palmetto Assessment of State Standards (PASS)

Exemplary

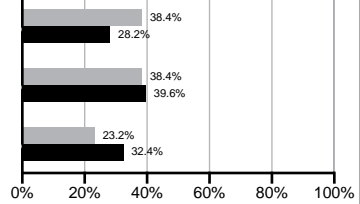
Met

Not Met

English/Language Arts



Mathematics

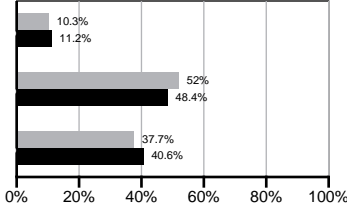


Exemplary

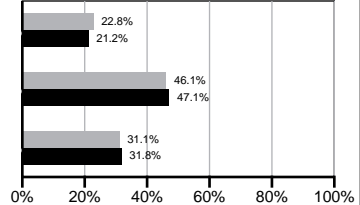
Met

Not Met

Science



Social Studies

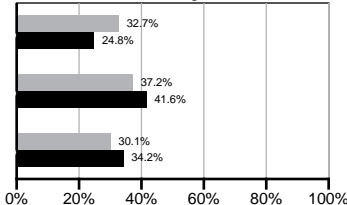


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=309)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | N/R        | N/R                   | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.7%       | Up from 0.3%          | 1.3%                                       | 1.0%                     |
| Attendance rate  | 96.8%      | Up from 95.9%         | 96.2%                                      | 96.6%                    |
| Served by gifted and talented program  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=19)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 52.6%      | Up from 47.6%         | 61.0%                                      | 63.0%                    |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year  | 88.3%      | Up from 86.9%         | 87.9%                                      | 88.7%                    |
| Teacher attendance rate  | 94.3%      | Down from 94.9%       | 94.9%                                      | 95.1%                    |
| Average teacher salary*  | \$46,547   | Up 1.9%               | \$46,073                                   | \$47,210                 |
| Professional development days/teacher  | 15.3 days  | Up from 7.1 days      | 10.7 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 3.0        | Up from 2.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.3 to 1  | Up from 15.9 to 1     | 19.2 to 1                                  | 20.0 to 1                |
| Prime instructional time   | 90.0%      | Up from 89.0%         | 90.1%                                      | 90.5%                    |
| Opportunities in the arts  | Poor       | Down from Good        | Good                                       | Good                     |
| SACS accreditation   | Yes        | Up from No            | Yes  | Yes                      |
| Parents attending conferences  | 96.5%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | Up from Good          | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$7,621    | Down 13.7%            | \$7,590                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 62.7%      | Up from 61.6%         | 67.2%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 61.3%      | Up from 60.3%         | 63.8%                                      | 65.7%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

PRIDE reigns high at Saluda Elementary School. SES's highly qualified staff participated in professional development through professional learning communities (PLCs) where they developed common classroom assessments, nine weeks assessments and analyzed the results of each to improve not only their teaching skills but ultimately student achievement. Teachers and administration utilized MAP (Measures of Academic Progress) and PASS (Palmetto Assessment of State Standards) scores to improve instructional efforts and target areas of needed professional development. A forty-five minute Power Period was set aside each day to deliver small group instruction to address any achievement gaps at SES.

Students continued to learn and grow through balanced literacy and inquiry math. Students had a chance to showcase their math talent in a regional Math Bowl. Saluda Elementary sponsored this event in which students from five surrounding elementary schools competed in math problem solving. In addition, the Sunshine Math, Math Olympiad, and the National Elementary Honor Society are well represented by third through fifth graders looking to excel in academics. The SES Gifted and Talented program continued to grow this year as new students are identified. This year these GT students conducted an in-depth study of the human body, researched a famous person and explored robotics through the Clemson University Extension office. Field trips to SC State House, South Carolina Farmers Market, Lexington Museum, and Charleston provided students with real world learning experiences.

Parental and community support continued to be an asset to Saluda Elementary School. Attendance for parent/teacher conferences in the fall was outstanding. SES sponsored a popcorn and movie night, an Academic 'Soup'er Bowl, Miss SES Pageant, Math Bowl competition and a PASS information night. Additionally, The Pride Of SES Honors Choir presented two musicals: I Need a Christmas Vacation and Sleeping Beauty. The SES Relay for Life team along with SES parents and community collected just over \$10,000 for Cancer research.

Sarah Deloach was named the Teacher of The Year.

Marcie Enlow, Principal  
Kristi Collins, SIC Chair

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 25       | 107       | 82       |
| Percent satisfied with learning environment            | 95.8%    | 83.8%     | 79.0%    |
| Percent satisfied with social and physical environment | 100.0%   | 86.7%     | 78.8%    |
| Percent satisfied with school-home relations           | 64.0%    | 90.6%     | 76.3%    |

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

|                               |      |
|-------------------------------|------|
| Overall Weighted Points Total | 95.4 |
| Overall Grade Conversion      | A    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Saluda Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | N/A          | 2.6%  |
| Classes in high poverty schools not taught by highly qualified teachers | 14.9%        | 5.1%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.8%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|

Grades 3-5

|                                   |       |       |       |       |       |       |
|-----------------------------------|-------|-------|-------|-------|-------|-------|
| All Students                      | 648.7 | 657.4 | 616.2 | 624.5 | 99.7  | 99.7  |
| Male                              | 645.3 | 657.0 | 614.1 | 627.5 | 99.4  | 99.4  |
| Female                            | 652.8 | 657.8 | 618.5 | 620.9 | 100.0 | 100.0 |
| White                             | 677.1 | 682.2 | 645.7 | 641.7 | 100.0 | 100.0 |
| African American                  | 637.5 | 642.4 | 608.0 | 616.0 | 99.2  | 99.2  |
| Asian/Pacific Islander            | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Hispanic                          | 642.2 | 658.9 | 604.8 | 625.0 | 100.0 | 100.0 |
| American Indian/Alaskan           | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Disabled                          | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Limited English Proficient        | 641.1 | 658.1 | 606.7 | 622.6 | 100.0 | 100.0 |
| Subsidized meals                  | 643.5 | 651.5 | 608.6 | 622.0 | 99.6  | 99.6  |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0  | 95.0  |

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PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts |       |                               |          |           |       |             |                    |
| 2011                  | 3     | 100                           | 99       | 29.2      | 38.5  | 32.3        | 70.8               |
|                       | 4     | 124                           | 99.2     | 28.7      | 42.6  | 28.7        | 71.3               |
|                       | 5     | 88                            | 100      | 16.3      | 43    | 40.7        | 83.7               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| 2012                  | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 3     | 98                            | 99       | 21.3      | 30.3  | 48.3        | 78.7               |
|                       | 4     | 86                            | 100      | 28        | 47.6  | 24.4        | 72                 |
|                       | 5     | 118                           | 100      | 25.2      | 41.7  | 33          | 74.8               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| 2012                  | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| Mathematics           |       |                               |          |           |       |             |                    |
| 2011                  | 3     | 100                           | 100      | 42.3      | 24.7  | 33          | 57.7               |
|                       | 4     | 124                           | 100      | 20.7      | 40.5  | 38.8        | 79.3               |
|                       | 5     | 88                            | 100      | 11.6      | 26.7  | 61.6        | 88.4               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| 2012                  | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 3     | 98                            | 99       | 28.1      | 37.1  | 34.8        | 71.9               |
|                       | 4     | 86                            | 100      | 23.2      | 41.5  | 35.4        | 76.8               |
|                       | 5     | 118                           | 100      | 16.5      | 40    | 43.5        | 83.5               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| 2012                  | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| Science               |       |                               |          |           |       |             |                    |
| 2011                  | 3     | 52                            | 100      | 51        | 42.9  | 6.1         | 49                 |
|                       | 4     | 123                           | 100      | 38.3      | 50.4  | 11.3        | 61.7               |
|                       | 5     | 45                            | 97.8     | 37.2      | 39.5  | 23.3        | 62.8               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| 2012                  | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 3     | 49                            | 98       | 50        | 40.5  | 9.5         | 50                 |
|                       | 4     | 84                            | 100      | 38.8      | 58.8  | 2.5         | 61.3               |
|                       | 5     | 59                            | 100      | 22.4      | 50    | 27.6        | 77.6               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| 2012                  | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2011           | 3     | 50                               | 100      | 38        | 50    | 12          | 62                    |
|                | 4     | 124                              | 100      | 37.9      | 46.6  | 15.5        | 62.1                  |
|                | 5     | 43                               | 100      | 11.9      | 33.3  | 54.8        | 88.1                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 3     | 51                               | 98       | 25        | 45.8  | 29.2        | 75                    |
|                | 4     | 85                               | 100      | 27.2      | 56.8  | 16          | 72.8                  |
|                | 5     | 59                               | 100      | 36.8      | 36.8  | 26.3        | 63.2                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2011           | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | 89                               | 98.9     | 20.9      | 45.3  | 33.7        | 79.1                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | 120                              | 97.5     | 30.1      | 37.2  | 32.7        | 69.9                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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